

# Climate change in Pakistan

↓  
Consequences

↑  
Rise in sea levels → (Coastal area erosion, loss of Indus Delta)

There are countless horrific and horrendous ramifications of climate change, but the most dangerous and far-reaching <sup>Risks</sup> ~~separation~~ is rise in sea levels. When sea levels ~~rise~~, it leads to more frequent and severe coastal flooding. Beaches located in Karachi - Hawksbay and Sandspit are highly damaged. ~~due to sea levels~~ Communities in these areas are forced to migrate in other areas. Disturbing their source of income which once used to be generated from fishing. As per ~~report~~ <sup>report</sup> ~~from~~ <sup>from</sup> Pakistan Fisherfolk Forum Chief Syed Muhammad Ali Shah ~~stated~~ <sup>said</sup> the ~~the~~ ~~Chief~~ said nearly 3.5 million acres of agricultural land in Sindh had been eroded since 1956. Pointing out the severity of increase in sea levels. Moreover, the 12 ~~islands~~ <sup>islands</sup> of the delta were once home to 400 beautiful islands. Today, only a few islands are left. Sea intrusion caused by a steep decline in freshwater flow was responsible for the ~~inundation~~ <sup>inundation</sup> and had destroyed around 4.2 million acres of land. Three talukas had ~~been~~ <sup>been</sup> affected so far namely Keti Bandar, Kharo Chen and Shah Bandar. ~~Even~~ <sup>Even</sup> ~~however~~ <sup>however</sup> rise in sea levels to some extent is responsible for ~~for~~ <sup>for</sup> climate change in Pakistan.



# Ills of Higher Education in Pakistan

↳ outdated curriculum → old syllabus, teacher centered, lacking analytical skill, industrial academia link.

To begin with, outdated curriculum is one of the most ~~harrowing~~ factor contributing to the ill of higher education. First of all, old syllabus is being taught in most of the universities. <sup>Outdated syllabus</sup> Majority of ~~these~~ ~~text~~ books are from 15<sup>th</sup> and 16<sup>th</sup> century those text book language is not relevant to the modern language. Plays like Shakespeare are still being taught to pupils those <sup>Who have least to do with this syllabus</sup> have least to do with current syllabus. Similarly, subjects like Public Administration and Biochemistry ~~are~~ have not been updated and ~~belongs to the 15<sup>th</sup> edition~~. The second <sup>Negative</sup> ~~bad~~ ~~chare~~ feature is that the curriculum is teacher-centric not student-centred. It is the same teacher who provides lecture in the classroom, ~~or~~ takes exams in the examination hall ~~and unfortunately it is the same teacher who~~ checks the paper. ~~Creating no chance of external evaluation. Students are not encouraged to participate~~ in the classroom which decreases the students participation in the academic journey. Third, the curriculum lacks analytical skills and thinking capabilities, <sup>It is not reality</sup> as students are directed to cram the notes before the exams to score good grades. ~~Cramming the notes put an end to pupils thinking capabilities.~~ For stence, subjects like law, sociology, zoology, computer science and many other subjects are crammed by students rather than having basic understandings.



To crown of the subject. ~~So now~~ it, teachers forced students to cram accounting courses as well. Which is a completely a course of practical and understanding. Lastly, the increasing wide gap between industry and academics leaves a serious question mark on the present curriculum. ~~At~~ During the 4-year graduation degree, students are allowed to do 6-week internship. Which ~~does is insufficient and inadequate for the students' practical~~ ~~practical~~ practical life. ~~Now~~ After graduation, students struggle to find degree-related jobs due to meagreness of experience ~~in the~~ to the students. Moreover, a business graduate find countless hurdles to setup business, and engineer failed to get placement in ~~their~~ industry. Hence, these are the focal reasons that makes curriculum outdated.



# Ius of Higher Education

↳ poor infrastructure

To begin with, poor infrastructure of the higher educational institution is one of the most prominent factor contributing to the ill of higher education.

First of all, ~~more~~ majority of the universities lack multi purpose campuses. which can be used ~~for~~ ~~other~~ in various academic occasions.

The paucity of cutting-edge technology in the classrooms and auditoriums have created <sup>barriers</sup> ~~obstacle~~ for the campuses to be utilized for different purpose. For example, unavailability of multimedia projector, obsolete desktop computers, only one white board, unreliable performance of air conditioners are the main sectors which have ~~put~~ an halt the campuses to be used for various purpose.

~~Moreover~~ To ~~exacerbate~~ it, more than 80 per cent of universities do not have modern <sup>laboratories</sup> ~~laboratories~~ and and research centers. Remaining Twenty per cent institutions, research facilities do ~~not~~ function as students are asked to perform research work under the supervision of the faculties.

And unfortunately those faculties teachers ~~are~~ have classes at that time. Hindering student to perform any research work who are willing to do. ~~the~~ factors like these mentioned are ~~the~~ to some extent ~~is~~ responsible for the ill of higher education.